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News Items from the School of Education of the University of Chicago

MONOGRAPHS ON READING

During the current year members of the Department of Education of the University of Chicago have been engaged in a series of investigations in reading which were made possible by a subsidy from the Commonwealth Fund. The results of these investigations will be published during the summer in three numbers of the Supplementary Educational Monographs. The titles of the monographs and the authors follow: *Fundamental Reading Habits: A Study of Their Growth* by Guy T. Buswell; *Remedial Cases in Reading: Their Diagnosis and Treatment* by William S. Gray in co-operation with Delia Kibbe, Laura Lucas, and W. L. Miller; *Silent Reading: A Study of the Various Types* by Charles H. Judd and Guy T. Buswell.

The first monograph reports the results of an analysis of the reading process into its fundamental elements as well as the results of a study of the growth stages in each. The data were secured from photographic records of the eye-movements of 189 subjects selected from the first grade to the college level inclusive. A comparison is made of immature and mature reading, and the characteristics of ultimate maturity are described. This is followed by a detailed analytical study of the growth curves for a number of elements of the reading process. Although these curves indicate the common route of travel toward maturity, they also give evidence that some pupils follow very different routes. In order to investigate these differences, records were secured of a group of first-grade children at six intervals during the year. These records showed that the different reading elements exhibited tendencies toward variation in the order and rate of their development which were evident at the very beginning of the reading process. Following

the study of first-grade pupils, an analysis is made of the differences in reading ability of pupils in more advanced grades.

The primary purpose in the case of the second monograph was to determine (a) the significant characteristics of pupils who encounter unusual difficulties in reading and (b) appropriate types of remedial instruction. The first step in the investigation included a careful analysis and summary of more than fifty cases which had been previously reported. The reading habits of twenty-seven pupils in or near the University of Chicago were studied carefully in order to determine their fundamental weaknesses. Remedial instruction was then given for a period of eight or ten weeks and the results determined through the use of tests. The reports of these cases describe the technique of diagnosis, the general types of remedial cases and their causes, and appropriate kinds of remedial instruction. The monograph concludes with a report of the procedure adopted by Toledo, Ohio, in carrying on diagnostic and remedial work.

The third monograph deals with silent reading and with the results of the study of foreign languages. First, a series of photographs of eye-movements were made with subjects who read passages of different kinds of subject-matter, such as algebra, ordinary prose, easy poetry, and science. Every change in subject-matter produced a different type of eye-movements. Second, a study was made of the changes produced in readers when they try to read carefully with a view to preparing to answer questions. Third, a study was made of the forms of analytical study, such as grammatical analysis of passages, analysis of vocabulary, and paraphrasing. The results showed that many of the forms of analytical study are strikingly different in character from reading. Fourth, a series of photographs of eye-movements were secured from students reading French and Latin. In the case of French the records showed that students are able to read French, though with difficulty. The Latin records showed that the students do not read Latin at all but look at the words and letters without apparently getting any continuity in their reading.